

Penn Cambria Curriculum

Course Name	HS Symphonic / Marching Band
Length of Course	36 weeks- 1 period per day/3 days per week (M-W-F) – 1.2 credits Students with schedule conflicts may schedule band for quarter M-W-F (0.3 credits) or semester M-W-F (0.6 credits) with teacher approval. Students may also chose to simultaneously participate in both Symphonic/Marching Band and Chorus (Band and Chorus combination also equals total of 1.2 credits)
Grade Level	9,10,11,12
Prerequisites	1 year instrumental lessons
Course Description	The Symphonic / Marching band is an advanced concert / marching ensemble that performs numerous styles and genres of wind band literature. The marching band practices once a week after school (during the football season) and performs at every varsity football game as well as numerous local and regional parades. The symphonic band holds a winter and spring concert. All practices and performances are required.
Units of Study	Rhythm and Meter Theory Musical Expression Marching
Materials	Musical Instrument and Accessories Text: Concert Literature Part 1 (Level 3 and 4) Concert Literature Part 2 (Level 2 and 3) Concert Literature Part 3 (Level 1 and 2) Supplemental Materials: Symphonic Band Technique – Rhodes and Bierschenk Contemporary Chorales for Band – Hal Leonard Publishing 42 Chorales for Band – Gordon Scale Etudes – McLeod and Staska Sight Reading For Band – Evans and Nelson Concert Band Clinic – Smith Recordings

Unit: Rhythm and Meter

Estimated Time: 18 Weeks

Standard Alignment:

9.1.12.A - Know and use the elements and principles of each art form to create works in the arts and humanities.

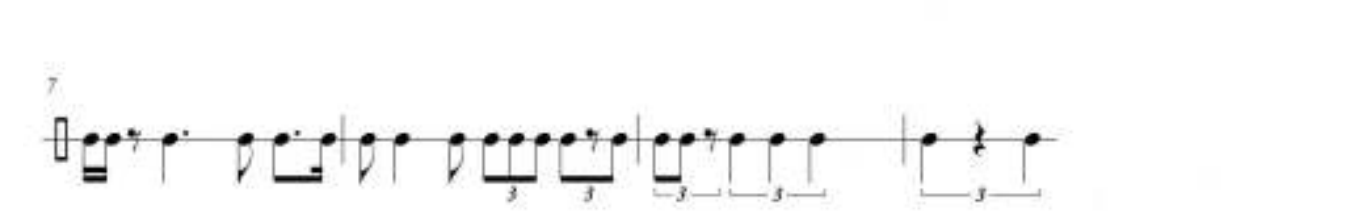
9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Curricular Objectives:

Student will be able to

Level 1

- Perform the following rhythms in all variations



- Perform and count the above rhythms in the meters of 5/4, 4/4, 3/4, 2/4, 2/2, 3/8, 6/8, 12/8.
- Keep a steady pulse while playing independently.
- Perform in mixed meter with prompt.

Level 2

- Explain and demonstrate pulse, meter and subdivision as it is related to a specific time signature.
- Explain rhythm grouping as relates to compound meters and complex.
- Dictate rhythms in simple meters.

Level 3

- Perform and count rhythms in compound and simple meter.
- Conduct the ensemble in simple meter.
- Perform mix meter independently.

Level 4

- Perform and count rhythms in complex meter.
- Perform with appropriate pulse as it relates to simple, compound, and complex meter.
- Dictate rhythms in simple and compound meter.
- Conduct the ensemble independently.

Assessments/ Measurement of Objectives:

- Sight reading
- Supplemental Literature
- Realization of concert literature
- Performance of lesson assignments

Suggested Methods of Instruction / Learning Activities:

- Students will play rhythms in all variations and meters using the American Counting system as a basis for understanding the subdivision of meter.
- Students will echo patterns performed by the instructor and associate rhythmic notation with the appropriate patterns.
- Students will play familiar simple melodies by memory and associate performed rhythmic patterns with notation.
- Students will dictate and echo musical patterns in time.
- Group sight reading.
- Student lead rehearsal.

Unit: Theory

Estimated Time: 27 Weeks

Standard Alignment:

9.1.12.A - Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.

Curricular Objectives:

Students will be able to

1. Perform Scales in the keys of C, G, D, F, Bb, Eb, Ab and Db Concert with the correct accidentals.
 - a. Level 1 and 2
 - i. Flat Key Signature
 - b. Level 3 and 4
 - i. Sharp Key Signatures
2. Identify the key signature of C, G, D, F, Bb, Eb, Ab and Db Concert.
 - a. Level 1 and 2
 - i. Flat Key Signature.
 - b. Level 3
 - i. Identify all key signatures using the circle of 5ths.
 - c. Level 4
 - i. Produce correct accidentals for the first four sharp and flat key signatures.
3. Perform chromatic scales
 - a. Level 1 and 2
 - i. Perform chromatic scale ascending and descending within the player's range with minimal prompting.
 - b. Level 3
 - i. Perform chromatic scale ascending and descending within the player's range and begin to identify chromatically out of tune pitches.
 - c. Level 4
 - i. Perform chromatic scale ascending and descending within the player's range and identify and attempt to alter chromatically out of tune pitches.
4. Trill as indicated and appropriate.

Assessments/ Measurement of Objectives:

- Perform concert and chromatic scales notated and memorized.
- Realize chromatic notes outside the given key signature.
- Associate enharmonic notes with counterparts.
- Be able to use fingering charts to look up primary and alternate fingerings
- Trill
- Change keys in concert literature as indicated.

Suggested Methods of Instruction / Learning Activities:

- Sight reading
- Supplemental Literature
- Performance of lesson assignments or assigned excerpt
- Performance of Concert literature.

Unit: Musical Expression

Estimated Time: Ongoing

Standard Alignment:

9.1.12.A - Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.G - Analyze the effect of rehearsal and practice sessions.

9.2.12.L - Identify, explain and analyze common themes, forms and techniques from works in the arts

Curricular Objectives:

Students will be able to

1. Level 1

- a. Manipulate the instruments sound in an attempt to realize dynamic contrast and articulation.
- b. Show a clear distinction between dynamic levels with regard to balance in the band.
- c. Continue to try to identify tone color (Major and Minor)
- d. Realize if the instrument is playing out of tune.
- e. Have the ability play back short phrases (using the first six tones of Bb concert Major and Minor) by ear with some mistakes.

2. Level 2

- a. Show an increased awareness of balance with regard to the rest of the ensemble and instrumentation.
- b. Identify tone color in recorded and performed passage.
- c. Realize if the instrument is out of tune and adjust accordingly with minimal prompt.
- d. Increase the ability play back short phrases (using the first six tones of Bb concert major and relative harmonic minor) by ear.
- e. Transpose a given melody into Bb, Eb, and F concert

3. Level 3

- a. Understand how the instrument impacts the balance of the band.
- b. Identify chord color as major, minor, augmented or diminished with reasonable accuracy.
- c. Realize if the instrument is out of tune and adjust accordingly.
- d. Have the ability to play back short phrases within the octave and a key.

4. Level 4

- a. Identify chord color as major, minor, augmented or diminished with few errors.
- b. Tune like instruments.
- c. Have the ability to play back short phrases with in an octave using lowered 3, sharp 4, flat 7.

Assessments/ Measurement of Objectives:

- Perform assigned lesson passages and concert literature and realize dynamic contracts as indicated.
- Identify adjust to appropriate dynamic level depending upon instrumentation.
- Perform assigned lesson passages and concert literature and realize all expressions as indicated.
- Perform warm up passages and match intonation, tone length and dynamic level with the band.
- Play back passages by ear.

Suggested Methods of Instruction / Learning Activities:

- Smith band clinic
- Listening examples
- Performance of concert literature

Unit: Marching

Estimated Time: 8 Weeks

Standard Alignment:

9.1.12.D - Demonstrate specific styles in combination through the production or performance of a unique work of art.

9.1.12.H - Incorporate the effective and safe use of materials, equipment and tools in the production of works in the arts at work and performance spaces.

Curricular Objectives:**Students will be able to**

1. Move in time with performed music.
2. Read marching drill.
3. Memorize music and drill patterns.
4. Play and move simultaneously.

Assessments/ Measurement of Objectives:

- Move in time and in step with the rest of the ensemble.
- Read drill design and identify placement.
- Play selections and move with out prompt.
- Play selections and move simultaneously.

Suggested Methods of Instruction / Learning Activities:

- March Trials
- Drill Down
- Memorization Trials
- Sectional Rehearsals